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VOCATIONAL STATUS OF THE NEGRO BLIND IN VIRGINIA

IN VIRGINIA

Introduction

1. The present situation of the Negro blind  
and their vocational needs

2. A Thesis

Presented to

the Committee on Graduate Study

Hampton Institute

3. The author is a teacher, created, directed

4. Faculty Advisor to the author

5. The author \_\_\_\_\_ and general work  
done

6. The author has a brief description and purpose

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

7. The author \_\_\_\_\_ and Negro blind in Virginia

8. The author \_\_\_\_\_

9. The author and others of the present report  
by

Annie Bell Jones

10. The author \_\_\_\_\_ and Supervisor is

August 1950



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VOCATIONAL STATUS OF THE NEGRO BLIND  
IN VIRGINIA

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2. Problems faced by the blind as employee
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## CHAPTER I

### INTRODUCTION

Throughout all ages the blind have had to depend upon others for their livelihood. This has been because of society's attitude toward the blind, regarding them as helpless and unable to earn their way in life. The seeing world, not having come in contact with the blind, pities this group, and thinks that it should not work, but should be cared for by other means. So it may be seen as stated, "The general public is willing to give generously for those without sight as witness the funds easily raised by organizations helping the sightless, the large grants in Congress, and the great appropriations for pensions."<sup>1</sup> It is understood that this is meant to help toward better living of the group. A few need it, while others have taken advantage of receiving these grants and contributions and have made no effort to support themselves. However, among the blind there have always been some ambitious ones who have attempted to make a living for themselves. These attitudes are found in degrees wherever blindness exists.

A few of the blind have failed because they were not

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<sup>1</sup> Gabriel Farrell, "My Placement," Proceedings of the Seventeenth Biennial Convention of the American Association of Workers for the Blind, Toronto, Canada, June 26-July 2, 1937, pp. 166-169.



properly adjusted to work due to the loss of vision.

" . . . Sometime after successful placement, changing production processes involved the blind worker and caused the management considerable worry in the readjustment of the blind person. . . That changing physical conditions of the individual rendered the person less capable, caused the management unnecessary expense, and ruined its good will. Again the blind worker, restricted in his ability to learn by observation, and denied honest opinion on the part of his fellow workers, tends to develop habits of thought and action that are undesirable."<sup>2</sup>

The employer, when he has had a blind worker who has failed, is not willing to hire another, because he thinks the blind not capable of working in industry. He feels that the blind employee is too much trouble. Many of the employers believe that they should aid the blind through organizations rather than give him work. They think of the blind man's loss -- not of what he can contribute.

The employer and the employee both have their problems. A blind man has said, "A person without sight labors under a 25 per cent handicap and 24 per cent is the attitude of the seeing world toward him."<sup>3</sup>

Reasons for Selecting the Problem. As an instructor of the blind the writer comes in contact with persons from nearly

<sup>2</sup> Joseph Clark, "The Employment of Blind People in Competition with the Seeing," *Blot of the Blind*, 1938, pp. 125-126.

<sup>3</sup> Farrell, op. cit., p. 168.



every section of the state of Virginia and therefore has an opportunity to learn through contact with older pupils of many of the occupations in which the blind are engaged in their localities. Also through individual and group discussions much has been learned about their living conditions and about the inner feeling of the pupils themselves.

Many of the pupils express themselves as to their being made more helpless or less secure by having things given them by the state or some benevolent agency. Questions of various kinds arise as to making a living after leaving school. Many of them say that they do not want to beg and that they will not be seen on the street asking for aid. So their questions and expressions have impelled the writer to search for ways and means by which the blind are either wholly or partially supporting themselves.

Observation of pupils' personal and social adjustment to blindness, the manner in which they handle themselves, their attitude and appreciation toward work in general, and the habits that have been developed lead one to believe that these persons can become self-supporting.

The writer believes that if the blind are given proper training and a choice of a variety of occupations, they can support themselves independently. Training for a vocation includes the selection of the right vocation under proper guidance,



accuracy in work, punctuality in reporting to work, good work habits, and the ability to travel. Self reliance should be developed. If the finer qualities of cleanliness, courtesy, orderliness, wholesome attitude toward others, and being able to get along with others are not developed in early life they must be developed in later life, if he is to be successfully employed.

"It is generally agreed that the blind individuals should have more thorough and extensive training than would be provided for seeing persons in the same circumstances because (1) the blind person cannot readily learn by observation and imitation on the job, and (2) he should have a 'plus' to offer the employer as a partial offset to his handicap."<sup>4</sup>

Objective of Study. The objective is to present information in regard to how the blind earn their way in life in the state of Virginia.

The Problem. The problem is (1) to find out the present vocational pursuits of the blind in the state of Virginia; and (2) to recommend improvement in the vocational program for the blind in the state of Virginia.

Definition of Significant Terms. Most of the words used are self explanatory, but the writer will define a few for better understanding on the part of the reader.

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<sup>4</sup> Evelyn C. Polley, "Vocational Guidance of the Blind," Outlook for the Blind, May 1944, p. 9.



Blind. "A blind person is one who cannot use his eyes for education."<sup>5</sup>

Legally Blind. "Ophthalmologists designate normal vision as 20/20. Anyone whose vision in the better eye is only 20/200 with the best glasses is legally blind, that is, eligible -- in most states -- for public aid."<sup>6</sup>

Employment Status. Employment status is the extent to which individuals are working to earn a living for themselves and for others.

Training. "The term 'training' includes general education, work-adjustment training, pre-vocational training, and vocational and professional training."<sup>7</sup>

Vocation. Vocation is the occupation which aids an individual in earning a living.

Vocational Education. "Vocational Education is a process of growth through which each individual will learn how to work effectively for others and for himself."<sup>8</sup>

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<sup>5</sup> "White House Conference on Child Health and Protection," The Handicapped Child, Washington, D. C., p. 1.

<sup>6</sup> Robert Tannahill, "They are Happy Days," Collier's, April 22, 1950, p. 87.

<sup>7</sup> Holley, op. cit., p. 9.

<sup>8</sup> Theodore J. Struck, Vocational Education for a Changing World (New York: John Wiley and Sons, 1937), p. iv.



Delimitation of Scope. This study will include the employment status of the Negro blind in the state of Virginia. Although the main emphasis in recommendations will be for the school because of mass attendance and trained personnel, it must of necessity include other agencies which will reach individuals out of the school's range.

Analysis and Major Assumptions. In making the study the writer seeks to answer the following questions: (1) How many blind persons of the Negro race are employed in Virginia at present? (2) At what occupations are Negro blind in Virginia employed? (3) What is the nature and scope of the present training program for the Negro blind? (4) What outstanding services and successes have been made by the blind? (5) What recommendations for the improvement of the training program can be made?

When one thinks of employment he thinks of the many people who are working and who will be working at a later date. Work or employment does not affect one group, nor one city, but it affects all people. It is an important undertaking for making a livelihood. According to the records of the known 239 clients only forty are employed.

The occupations are as follows: farming, laboring, doing odd jobs, farm laborers, reseating chairs, doing laundry work, laying bricks, knitting, making porch furniture, preaching,



singing, writing for a news column, operating vending stands, collecting junk, cutting wood, and working as a janitress.

Statement of Methods of Procedure. In order to ascertain the employment status of the Negro blind in Virginia, personal contacts were made with the Superintendent and Director of Education of the Virginia State School, Hampton, with some members of the Commission for the Blind in Richmond, and with teachers of vocational education for the blind and blind pupils.

Questionnaires were sent to one hundred county welfare agents and also to twenty-five of the largest cities in the state. Each expressed interest in advanced vocational training for the blind and seemed anxious for the expansion of the vocational program.

On page 6 is a copy of the questionnaire sent to the one hundred county and city welfare agents.

Related Studies. There are a number of related studies on the vocation of the blind, most of which are available in periodicals, convention speeches, and reports. The writer will list some among the best authorities, including blind writers as well as the sighted on the subject.

Psychological Problems: Blindness has been considered a very serious handicap. As one observes the psychological problem presented in blindness, he agrees that it is "not the physical fact of being without sight, but the psychological fact of



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by Alice S. Jones, Director of the Department of Education, State of Oregon.



being treated as a person without sight.<sup>9</sup> Much of this conflict can be traced directly or indirectly to the attitude of the parents toward the blind child. Perhaps the most common aid hindrance of which the parents are guilty is over-protection.

Assuming that the blind boy has average health and intelligence, the one coming from the poorer family is more likely to make a better adjustment. In contrast to this the blind girl from the lower income group suffers rather than benefits. Boys get out and shift for themselves, whereas girls are less active. The blind girl's parents cannot afford opportunities for her need activities.

A different psychological problem is faced by the adult.

(1) The blind youth who was educated in the school for the blind had an early training which equipped him well socially and intellectually, but his greatest hindrance is his inability to travel.

(2) There is the newly blinded adult whose social and economic status is already established. "He must, in short, learn to think of himself not as a blind man, but as a man who happens to be blind."<sup>10</sup>

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<sup>9</sup> Marjorie Rieke, "Blindness, a Psychological Problem," *The Teachers Forum*, 9:47, January, 1937.

<sup>10</sup> Ibid., p. 59.



Development of the Vocational Program. At present the most comprehensive work published on the vocational adjustment of the blind is Louise Wilber's Vocations for the Visually Handicapped.<sup>11</sup> This book, the original dissertation of which was presented as partial fulfillment of the requirements for the degree of Doctor of Education at the University of California, is especially significant in that Louise Wilber is herself blind and a graduate of the state school for the blind. Her awareness of many of the problems of the visually handicapped in schools for the blind and her advantage of knowing their various difficulties from the point of view of the seeing, the social worker, the teacher, and society increase its value.

A review of the economic and social position of the blind from primitive times to the present reveals that before 1784 when formal education for the blind was introduced, the conditions of this group of people were generally deplorable. The greater number of the blind were placed in asylums or were beggars. In spite of the general conditions there were those who made substantial contributions to their own well-being.

The examples of successful blind individuals before 1784 served to encourage the first educators of the visually

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<sup>11</sup> Louise Wilber, Vocations for the Visually Handicapped (New York: American Foundation for the Blind, 1937), p. 160.



handicapped to believe that they have more ability than they have as yet had opportunity to prove.

Wilber also points out that even with high school education equivalent to that of the seeing and the desire of educators to give vocational training to make the blind self supporting certain features peculiar to blindness made employers skeptical of hiring blind individuals.

Programs toward a more desirable employment status for the blind have come during the twentieth century. The American Foundation for the Blind, the Perkins Institution, and the Pennsylvania Institute for Instruction of the Blind have aided much in developing adequate vocational guidance of the visually handicapped.

Wilber used fifty selected students from the junior and senior high school departments of the California School for the Blind. She interviewed each with the purpose of discovering their vocational aims. Tables revealing the degree of vision, intelligence rating, school grades, age and health are shown. There were also tables indicating marital status of parents, antecedents, nativity, education, occupation, and present age of parents. Only a small proportion of parents graduated from college and are employed in professional positions.

Table II indicating occupations in which pupils plan to engage in after leaving school is interesting.

This study indicates that among the factors influencing



TABLE II

## OCCUPATIONS IN WHICH PUPILS PLAN TO ENGAGE UPON LEAVING SCHOOL\*

Occupation	No. of Students	Occupation	No. of Students
Musical performance	10	Elevator boy	1
Music teaching	8	Yarning	1
Law	5	Metal worker	1
Small store	5	Piano tuning	1
Typing and dictaphone	5	Radio operator	1
Author	1	Sewing	1
Auto Camp	1	No plan	5
Circulating library	1		

\*Louise Wilber, Vocations for the Visually Handicapped, p. 160.



occupational choice, the parents' influence was 16 out of 50, and the teachers' influence 12 out of 50. It would suggest the value of teachers possessing broad knowledge of occupations.

Table III shows the students' evaluation as to the most helpful type of social training at the California School for the Blind as follows: Entertainment 21; Receiving Guests 14; Dramatics 9; and Conduct Training 6.

Table IV reveals the occupational choices of the students. Fifteen boys and 12 girls selected jobs in the professional field; 7 boys and 8 girls selected commercial work for their first choice; 5 boys and 2 girls chose jobs in the industrial field for first preference; and one boy preferred an agricultural vocation.

Assurance of the value of social and personal performances essential for placement and retention of blind individuals in industry should encourage curriculum makers in schools for the blind to recognize the type of social training rated highest by students in school for this group.

Strange as it may seem, the pupils in schools for the blind choose their vocations at a later age than do the children with normal sight.

Vocational counseling of the blind should be done by an expert.

**Legislative Measures:** There are many workers who come in contact with the blind, but those who can get closer to them are



TABLE III

STUDENTS' EVALUATION AS TO HOW HELPFUL VARIOUS TYPES OF SOCIAL TRAINING  
AT CALIFORNIA SCHOOL FOR THE BLIND \*

Type of Social Training	Number of Students Rating it Highest
Entertainments	21
Receiving guests	14
Dramatics	9
Conduct training	6

\*Louise Wilber, Vocations for the Visually Handicapped, p. 170



TABLE IV  
FIRST OCCUPATIONAL CHOICES OF STUDENTS \*

First Occupational Choice	Total	Boys	Girls
Professional--Total	27	15	12
Law	6	6	5
Teaching music	6	1	2
Musical performance	3	2	2
Librarianship	2	—	2
Teaching language	2	1	1
Chemical research	2	1	1
Manual training teaching	1	1	—
Matron in school for blind	1	—	1
Osteopathy	1	—	—
Personnel management	1	1	—
Physical education teaching	1	1	—
Teaching in blind schools	1	—	1
Medicine	—	—	—
Commercial--Total	15	7	8
Typing and dictaphone	7	—	7
Grocery	2	1	2
Newstand selling	2	2	—
Auto camp	1	1	—
Conducting stationery store	1	1	—
Insurance	1	1	—
Salesmen	1	1	—
Industrial--Total	7	5	2
Furniture making	2	2	—
Piano tuning	2	2	—
Chair caning	1	1	—
Home economics	1	—	1
Rug making	1	—	1
Agricultural--Total	1	1	—
Poultry farming	1	1	—

\*Louise Wilder, Vocations for the Visually Handicapped, p. 161.



the home teachers. They have the opportunity of learning at first hand the problems of the blind and also of helping them understand the many useful opportunities available to them. This group prepares the way for specialists such as workshop supervisors, vending stand directors, placement agents, and others.

The Government has exercised an important role in aiding the blind. "The past decade has witnessed remarkable progress in all phases of rehabilitation work for the blind. The Randolph-Sheppard Act of 1926 provided a powerful impetus to the expansion of opportunities for blind persons in service-stand operations."<sup>12</sup>

"The Wagner-O'Day Act of 1936 enormously increased the employment opportunities for blind persons in special workshops, both by opening new markets for the products of such workshops and by providing an opportunity for the blind to demonstrate that they could satisfactorily produce items which formerly were not known to be suitable for manufacture in such workshops.

"One of the most far reaching advances in legislation for the blind, the Barden-La Follette Act of 1943, promises to bolster one of the weakest and most important phases of our work: the vocational training for the blind."<sup>13</sup>

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<sup>12</sup> Peter J. Salmon and Harry J. Spar, "A Glimpse of Recent Developments in Vocational Rehabilitation Work for the Blind," *Outlook for the Blind and Teachers Forum*, Vol. 40, 7:159, September, 1943.

<sup>13</sup> Ibid. cit.



There has been much success in the employment of the blind, but the facilities and techniques have not kept pace with other phases of the work. Several reasons for this are the shortage of funds, and the limited number of personnel.

Only a few have been rehabilitated, and they had minor adjustment problems. The improvement in the rehabilitation program will greatly increase employment, and prepare these otherwise untrained for employment.

Much of the work was done by the blind during the war period and their success gave encouragement to placement agents as to the work that can be done by the blind and also what training is needed for vocational improvement.

The specialists are particularly interested in their field of work and are inclined to think that one type of employment is better than the other.

Various specialists are using the advantage of workshops for the blind, service station operations, clerical work, professional work and many of the other activities of the blind, and it is generally seen that each specialist leans toward his own vocation. This is a natural thing "that such specialists should have a particular bias for their own work; but it is extremely important for the home teacher, the vocational counselor, and others who are concerned with the blind in general, that they should view in proper perspective all of the opportunities actually and potentially available to the blind. Particular types of work, obviously, are



more suitable for particular individuals; but those of us who deal with the blind in general must never fall into the habit of thinking that one type of work is per se better suited to the blind than any or all other types available to them.<sup>14</sup>

The outlook for the success of the blind worker will depend upon development of good work habits, seeing that a job is well done, acquaintance with various types of jobs, being able to get along with others and all of the necessary qualities of a good citizen.

The workshops must maintain the finest equipment available to insure the best results, and most of all to strive to improve all of the workers and be of help to the blind whose aim is to make a living by working for it.

Summer Employment: A report on the New York School for the Blind<sup>15</sup> tells of an attempt to find jobs for students who wanted to work during the summer. While investigation of work opportunities was being made the school was asked to supply a greenhouse company with five boys to work during the summer. The boys did accept and that was encouragement for the instructors to continue the effort to secure work for the students. Numerous companies were contacted and questioned as to their desires of employing blind pupils during

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<sup>14</sup> Ibid., p. 190.

<sup>15</sup> Eber L. Palmer, "Summer Employment Program for the New York School for the Blind," American Association of Instructors of the Blind, Austin, Texas, June, 1948, p. 196.



the summer. The responses were very gratifying, as many were glad to employ blind pupils during the summer.

After selecting a pupil for a specific job he is thoroughly trained and made as proficient as possible. A pupil is never sent out unless he is well prepared.

If there are work opportunities in a child's community, the school tries to place the child there so that he will be under direct supervision of his parents. Those who do not have work opportunities near their homes are given jobs elsewhere. Away from home jobs require a great deal of supervision which is assumed by the school. Placing too many pupils on one job has been avoided, and boys and girls, as near as possible, are not placed on the same job. Jobs for boys are more plentiful and they are more easily placed than girls. Child labor laws are conformed to in all instances.

Parents are consulted before an assignment to a particular job is made, and they are required to sign agreements relieving the business concern of any obligations.

Some of the jobs that have been engaged in are dictaphone operating, complicated assembling, packing, and working on farms. Most of the employers soon well pleased with the blind workers, and the school has observed the following:

1. The students earn during the summer.
2. They learn the value of money in terms of work.



3. They gain actual experience in employment under factory conditions before graduation or before leaving school.
4. They get experience in working and living with seeing people.
5. The guidance counselor has an opportunity to evaluate the work of the students.
6. It is of value to placement officers of other agencies.
7. It helps the students to give reference when seeking permanent employment after graduation.
8. It shows employers what blind people can do.
9. The idleness of the vacation period is lessened.

This is a very worthwhile project and others may well profit by pursuing such a course.

Outstanding Services and Successes of the Blind. The spirit of any youth cannot fail to be stirred by the story of Joseph P. Glunk<sup>16</sup> whose life reveals the possibilities of the blind. Born a miner's son in Lisbon, Ohio, in 1896, his eyes were so weak that from the fourth grade onward he had to sit in the front row. At fourteen he had hardly any vision in the left eye. When he was half way through Western Reserve University he was ordered to stop school in order to preserve his sight. He then took a full

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<sup>16</sup> Zahrae, op. cit., p. 17.



time sales job with the Victor Tea Company, Cleveland. An ophthalmologist soon ordered him to a hospital. Upon his discharge in 1919 he could not see even an electric light. After practicing walking around the block two weeks he was employed by a cosmetic and flavoring company for which he became a salesman -- not a peddler.

In answering the question often asked by prospective employers "What can a blind man do?" Mr. Clunk told them that the blind could do a number of things. In proving this he has traveled 350,000 miles alone and approximately 1,000 blind people have been placed in regular industry or business as a result of his personal contacts. At present he is the United States' first Chief of Service for the Blind, a Federal-state program that put 3,166 blind persons to work in 1949.

Although Clunk is not a trained mechanic he has not only mastered many factory machines ranging from mangles in a laundry to drill presses in munition plants. He not only knows how to operate these machines himself but he has successfully instructed other blind individuals in such operations. In his workshop at home there are \$2,000 worth of lathes, saws, sanders, and other power tools which he installed without help and uses in constructing lamp stands, coffee tables and name plates. He also has helped his wife rear four children. One fact which he has constantly emphasized is "The blind person of tomorrow is the seeing person of today."

Clunk's success as national supervisor of employment for the Canadian National Institute for the Blind is most interesting.



During the depression when job opportunities for this group were cut down, Clunk took advantage of the theory that if there were no available job in a certain company for a capable man, setting up a business in the company's building would provide a job. At present the Canadian National Institute for the Blind runs 35 cafeterias and stands which employ 400 blind persons and take in \$6,000,000 annually. It is small wonder that Colonel Baker who invited Clunk to Canada complimented him by saying, "Up here we had the philosophy -- we knew what we wanted. But it took an American named Clunk to prove we were right."<sup>17</sup>

When Clunk went to Washington in 1937 and found only 11 blind men operating stands in federal buildings, in the District of Columbia, he drew upon his Canadian experience and organized the Washington Society for the Blind. The society today boasts of 60 stands -- netting operators \$55.00 per week and assets valued at almost \$300,000.

In 1943, Public Law 113 provided that upon approval of a states program, the financial backing for administration, vocational guidance and placement; and half of the cost of medical examination and treatment, training and living expense during rehabilitation; tools and equipment would be taken care of from Washington -- the Federal Government.

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<sup>17</sup> *Ibid.*, p. 64.



During Joseph Clunk's twelve years in Washington there have been 13,050 individuals rehabilitated in the states. It is interesting to observe the types of work in which they have been placed. In 1948 they included, 11 clergymen, 55 teachers, 15 business, 42 typists, 279 vending-stand operators, 19 kitchen workers, 8 watchmen, 26 janitors, 107 farmers, 9 gardeners, 79 textile weavers, 12 carpenters, 16 auto workers, and 7 filling-station attendants.

The following of Clunk's theories should prove of value to our vocational training program:

1. Proper training is essential.
2. In selling blind labor, allow a blind man to sell his wares.
3. Rehabilitate the seeing - "Don't pity the blind." Give him a chance to work.
4. There are two types of blind individuals -- the physically and the mentally blind. Try to be only physically blind.

Dr. P. G. Potts,<sup>15</sup> speaking at the New York University stated, "Normal training should begin as soon as the child starts to school and should be followed by many kinds of craft work re-

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<sup>15</sup> P. G. Potts, "The Education of Blind Children," Lecture, New York University, 1948.



sulting in useful products. This training should be pre-vocational in nature; it gives pupils some idea of their aptitudes and abilities."

Emphasis should be different in the high school, but the course should follow the regular state course of study. Industrial arts, music, home economics, including foods should be taught. The child should learn how to serve meals, clean rooms, do laundry work, care for infants and sick people, and do first aid and nursing. Added to this, training should be given in commercial subjects such as junior business training, salesmanship, dictaphone typing, and telephone switchboard operating. Students should be guided in their selection of a vocation.

Dr. Fotts stresses, as do all other workers for the blind, the importance of efficient services.

Professional organizations, which do not directly emphasize vocation as a part from other training, are among the many who have helped through encouraging government aid in vocations and in stressing the vocational procedure of teaching the blind. Among these organizations are the American Association of Instructors of the Blind and the American Association of Workers for the Blind. These organizations include in their membership those interested in working for the blind -- supervisors, teachers, librarians, and others.

The following convention speech on "Pre-Vocational and Vocational Training in Schools for the Blind" reveals that if schools



will do their part in training they will instill in the minds of the students that the world will not supply them with their needs in life but that they will be expected to do for themselves. In order to have the necessary things in life they will have to work. Man has worked and has invented numerous useful articles which the world enjoys. Among these are art, ways of travel, and electrical conveniences.

Although vocations will be taught, blind boys will not be expected to build houses, but they will be expected to know how to do minor jobs around the home such as putting in screens, mending electric cords, and doing whatever is necessary to make the home comfortable without calling upon outside help for those things which they can do themselves. The girls should also be prepared to sew on buttons, mend, and do housekeeping. Neither will be professional on the job, but each one will be happier for having done something for himself or herself.

Students should be guided in making choice of a fascinating vocation. They will need to learn about the things that are pleasing because their later lives should be pleasant because of having chosen the desired vocation in early life. They must have a knowledge of the advantages and disadvantages of a vocation.

General objectives as picked from the vocational courses of the schools for the blind are:



1. To give functional information and knowledge regarding the course to be studied.
2. To develop the ability to do and to combine knowledge with understanding and skills.
3. To develop desirable attitudes, scientific, social, and moral.
4. To foster worthy ideals, purposes, appreciations and interest.
5. To enable students to participate intelligently in general life activities.
6. To encourage the development of muscular coordination.
7. To establish wholesome work habits together with a sense of responsibility.
8. To acquire finger dexterity.
9. To acquire appreciation of the beautiful.
10. To gain confidence in himself through handling of material.
11. To develop part-time and full-time vocation or leisure time activity.
12. To overcome the fears of using power machinery and hand tools.
13. To acquire habits of work that recognize the importance



of safety rules.<sup>19</sup>

One school cannot possibly offer all courses required for the many vocations that are followed in industry or business. Therefore, it is advisable for schools to exchange their students and send them to the school that offers the vocation of their choice. If pupils are privileged to do this, it gives them opportunity to acquaint themselves with what other schools are offering, and they also have opportunity to make valuable personal contacts.

When there is need for some particular work in an occupation rehabilitation departments will solve the problem by giving instructions required for the specific job or profession.

Rehabilitation services. The Government has played an important role in advancing the vocational program for the blind. Nearly all states in the Union have taken advantage of the vocational rehabilitation amendments of July 1943.

The Federal Government aids the state agencies in rehabilitating blind individuals in the following ways:

1. It provides rehabilitation services to the employable blind to enable them to become self-supporting and useful.

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<sup>19</sup> Robert Lambert, "Pre-Vocational and Vocational Training in Schools for the Blind," Proceedings of the thirty-ninth State Meeting of the American Association of Instructors of the Blind, Austin, Texas, June 25, 1946, pp. 192-193.



2. It aids employers of persons who become blind on the job to give them opportunity to work on the job that they can best master.
3. Employers are given demonstrations, on the job, by the blind, showing them that the blind person equally trained, can perform as well as a sighted person in a great number of selected operations.
4. It conducts intensive institutions for the training of staff members of state agencies.
5. It prepares descriptions of occupations in which blind persons are successfully employed.
6. Instructional manuals are prepared for specialists and counselors on the staff of the state agencies.
7. It maintains continuous cooperative relations with the federal departments and national and state agencies.

The work of the counselor is very important in promoting the program. He aids the individual in making adjustments. Some of these are dressing properly for the job to be performed, knowing how to groom well, such as caring for finger nails, combing hair, shaving and using cosmetics, paying attention to regular habits in bathing, using deodorants, and caring for the teeth. In case of un-sightly eyes, they are encouraged to wear glasses.

It is expected that all blind individuals, capable of doing so, will be given full opportunity to make for themselves a re-



spectable place in life.

The American Foundation for the Blind, Incorporated, has done much to help this group progress vocationally. It locates large markets for products through the creation of its affiliated National Industries for the Blind.

Many and varied are the vocations, and there is a sufficient number for those who avail themselves of the opportunity to work.

Although little has been said about professions, it is of importance that attention be given to that type of endeavor for the blind, as some will prefer and be prepared to follow professional careers.



## CHAPTER II

### THE TRAINING PROGRAM AND SCOPE OF EMPLOYMENT

The writer, through contact with the Superintendent and Director of Education at the Virginia State School, Hampton, the Commission for the Blind, and the Center for the Negro Blind, both of Richmond, teachers of the vocational training classes and blind pupils, has obtained considerable information on the employment status of the Negro blind in Virginia. The Virginia State School has planned to expand the vocational opportunities for its students and has already begun the building program. The Commission for the Blind at Richmond sent out material on the vocations of the adult blind in the state of Virginia. The teachers are helping toward developing a better curriculum. The pupils are interested to the extent that they are doing more reading on vocational training as an aid toward making selection of a vocation.

The questionnaire sought to learn marital status, sex, age, occupation and schooling. This same information was asked of the Virginia Commission for the Blind. There were one hundred twenty-five inquiries made. From these 239 cases were reported, and only forty were gainfully employed. The occupations engaged in as revealed through replies from the Negro blind, as of January 1950, are as follows: farm laborer, odd jobs, reseating chairs, common



laborer, laundress, shoe shining, brick laying, farmer, janitors, junk collector, knitting, making porch furniture, preaching, sitting with an invalid, singing, operating a vending stand, writing for a news column, and cutting wood.

Tables V and VI reveal the data for the year 1950 collected from 55 of the one hundred twenty-five county and city welfare agencies contacted.

Table V shows the information according to skills. Table VI gives it according to age groups.

The employment status in Virginia even in unskilled jobs is low. As was stated, of the known 239 clients only forty are employed. Eight of these are farm laborers. Those requiring skill are chair caning, making and repairing porch furniture, and doing laundry work. Those jobs which require more favorable personalities and more education are vending stand operating (1) and writing for newspaper column (1).

Perhaps there are several reasons why the unemployment is as it is. First, the individual with no sight must strive earnestly to make favorable social adjustments to blindness. This is a difficult battle which requires a great deal of courage and patience.

When one considers the percentage of sighted persons employed in unskilled positions in Virginia, the above percentage of blind workers, in the state, is not as discouraging as



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TABLE VI

DISTRIBUTION OF OCCUPATIONS ACCORDING TO AGE GROUPS BASED ON  
RETURNS FROM QUESTIONNAIRE SENT TO 125 CITY  
AND COUNTY WELFARE AGENCIES

Occupation	Age		Groups					Total
	19- 28	29- 38	39- 48	49- 58	59- 68	69- 78	79- 88	
Farm laborer	0	1	2	1	1	2	1	8
Odd Jobs	0	1	3	1	1	0	0	6
Reseating Chairs	0	1	0	2	1	0	0	4
Laborer	1	0	0	0	0	1	1	3
Laundry	0	1	0	1	0	0	0	2
Shines Shoes	0	1	0	1	0	0	0	2
Bricklayer	0	0	0	0	1	1	0	2
Farmer	0	0	0	0	1	0	0	1
Janitress	0	0	0	0	1	0	0	1
Junk Collector	0	0	1	0	0	0	0	1
Knits	0	0	0	0	0	0	1	1
Makes Porch Furniture	0	0	0	1	0	0	0	1
Preaching	0	0	0	1	0	0	0	1
Repairs Furniture	0	0	0	1	0	0	0	1
Reseats Chairs	0	0	0	0	1	0	0	1
Sings	0	1	0	0	0	0	0	1
Sits with an Invalid	0	0	0	0	0	1	0	1
Vending Stand	0	1	0	0	0	0	0	1
Writes for News Column	0	0	0	0	1	0	0	1
Wood Cutter	0	1	0	0	0	0	0	1
<b>Totals</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>9</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>40</b>



it may appear.

Secondly, competition among the seeing is keen. The employer wants the most efficient worker. It would appear that the seeing would adjust more readily and take in more by seeing others rather than having to be told. He sees, feels, or senses the proper atmosphere. The situation is well stated:

"...Trained, skilled workmen in every line are striving to find steady employment, and with so many men and women clamoring for any sort of job, it is a rare employment manager or superintendent who will choose an unskilled blind man rather than a seeing one with good references."<sup>20</sup>

A third and important factor contributing toward the low employment status is the welfare agencies. The annual report of the Virginia Commission for the Blind for 1949 states:

"Expenditures for direct aid to blind persons amounted to \$10,183.31 or 24 per cent above last year. Of the total amount expended \$274.484.19 represents Federal participation, \$84,804.15 State, and \$50,594.94 the local contributions."<sup>21</sup>

In this connection it is significant to note that the amount expended per inhabitant of Virginia for aid to the blind was thirteen cents for the Federal government, and for the State and local contributions it was four cents.

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<sup>20</sup> Wilber, ibid., p. 89

<sup>21</sup> Virginia Commission for the Blind, "Aid to the Blind Financial and Statistical Report, July 1, 1948-June 30, 1949," p. 34.



According to the Commission's report the average payment has risen from \$24.31 at the beginning of the year to \$27.47 at the end of June. The county averages ranged from \$9.00 in King George to \$42.67 in Amelia. The city averages ranged from \$23.50 in Martinsville to \$48.00 in Bristol. Amelia, Bristol, Newport News and many of the others are to be commended for awarding grants on factual basis.

There was one unit with an average of under \$10.00; four ranging from \$10.00 to \$14.99; nineteen from \$15.00 to \$19.99; forty from \$20.00 to \$24.99; twenty-four from \$25.00 to \$29.99; seventeen from \$30.00 to \$34.99; thirteen from \$35.00 to \$39.99; two from \$40.00 to \$44.99; and one with an average of \$48.00.

Interest is always focussed on the amount of individual awards and whether or not discrimination is shown between the two races, white and Negro. The actual number receiving assistance is, 679 white, 719 Negroes, and 1 Indian.

The following distribution of payments illustrates that aid to the blind is administered unbiasedly:

<u>Amount of Payments</u>	<u>White</u>	<u>Negro</u>	<u>Total</u>	<u>Indian</u>
Less than \$10.00	16	21	37	
\$10.00-\$14.99	64	72	136	
15.00- 19.99	103	134	237	
20.00- 24.99	128	131	259	1
25.00- 29.99	82	93	175	
30.00- 34.99	63	59	142	
35.00- 39.99	49	59	108	
40.00- 44.99	37	54	91	
45.00- 49.99	41	42	83	
50.00 Maximum	76	54	130	



There are 410 persons receiving grants of less than \$20.00 compared with 496 last year, and the upward shift is noticeable in all ranges of payment.<sup>22</sup>

With the local, State and Federal agencies increasing payment to the blind, there is less tendency for the average one of them to want to work. Their financial return would not amount to enough more than that given to warrant the needed effort and adjustment required in employment. We find this true with the seeing, also.

Another factor which one must consider in speaking of employment of the blind is their mental status. They are many times referred to as being lazy. Physically weak and more often mentally deficient would better describe their condition.

Louise Wilber comments:

"If blindness were the only handicap the sightless had to bear, undoubtedly those to whom their education is entrusted would be able to undertake the difficult problem with greater success. However, there are and always have been a large number of mentally deficient children in school."<sup>23</sup>

Opportunities for Occupational Preparation. Although there has been a school for the blind at Hampton since 1910, and there are training centers for the group in Richmond, Charlottesville, and Norfolk, this investigation reveals that the employment status of the blind in Virginia is low. The greater percentage

<sup>22</sup> Ibid., pp. 34-35.

<sup>23</sup> Wilber, op. cit., p. 89.



of those employed is in unskilled positions which do not provide sufficient financial income for their support.

It appears that responsibility for improvement of this status falls largely upon these agencies and schools which instruct the blind.

In Richmond, the training center seeks to find new ways to help the blind become more useful citizens by training in such skills as mattress-making, broom-making, chair reseating, knitting, sewing, laundry work, weaving, and arts and crafts. Many of the articles are sold and the profit is encouraging. The vending stands in Richmond and Norfolk are successful enterprises, and there are promises of additional commodities which will make this occupation of greater financial value.

In Norfolk, arts and crafts are taught. Smaller numbers attend this center. Personal reasons and travel seem to account for this variation in attendance.

At Charlottesville, much of the training is the same as that done in Richmond, except that added to this is the making of box springs and pillows. Here, each pupil is trained in as many trades as he is capable of mastering. The purpose is "to give each individual an opportunity to increase his earning power as well as his capabilities, thereby deriving greater satisfaction from his accomplishments."<sup>24</sup>

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<sup>24</sup> Virginia Commission, op. cit., p. 29



When work is not available in one area and can be secured in another the trained individual is placed there.

For a long time society has found that the school provides the most adequate opportunities for occupational preparation. The school is especially important for the training of the visually handicapped. Because the parents of blind children generally do not understand them and lack training in how to guide them adequately, the school accepts added responsibility toward preparing them for adjustment in society occupationally.

When the child first enters school he is beginning his training that will later aid his occupational opportunities. The first year's courses in health and citizenship will later mean as much toward his vocational adjustment as his individual intelligence, his specific skills or aptitudes or even his experience and training.

The Commonwealth of Virginia established at Hampton a school for Negro deaf and blind children in 1910. This school is now Virginia State School. At present, the vocational opportunities offered for the blind at this school include:

Agriculture	Mechanical Maintenance
Broom-making	Shoe repairing
Chair caning	Typewriting
Handicrafts	Music
Home Economics	Piano tuning
Home Nursing	Mattress making

The age at entrance and sometimes the age at which blindness occurred causes placement of pupils for training in



vocational areas to depend more upon age and aptitudes than upon academic grade level. At about the age of ten all pupils are oriented into the vocational department. Whether it is handicrafts or chair caning with boys and girls or broom-making with older boys, the opportunity for the instructor to guide the pupil in developing desirable work habits, favorable attitudes toward work while acquiring knowledge and skill in certain lines is most important. When the pupil becomes more proficient in certain areas he may spend the greater part of his vocational hours in that field or he may select something in which he is more interested or for which he shows greater aptitude.

The writer suggests that addition of the following vocations would provide greater opportunities for blind individuals:

Messaging	Dictaphone operation
Laundry operation	Housekeeping
Baby sitting	Advanced knitting
Hat making	Business

The Virginia Commission for the Blind has several divisions. The Home Teaching division aims to teach the blind academic subjects and handicrafts that may aid them in better living.

While the Home Teaching division has as one of its major interests the teaching of the blind in their homes, it maintains classes in several sections of the state where the blind gather



in classes and are taught Braille in a group.

The Commission's Rehabilitation Program indicates that testing, counseling, and training serve to improve the earning capacity of the individual.

The following statistical report for 1948 indicates this:

Applicants Referred for Investigation --- 180

White Men	89
White Women	26
Negro Men	39
Negro Women	26

Applicants Investigated to  
Determine Employment Suitability -- 179

White Men	86
White Women	27
Negro Men	46
Negro Women	20

There were thirty-two placements made during the year.

Sixty-eight were given psychological tests (Negro and white).

The following breakdown on thirty-two placements for the year shows that the combined income of the thirty-two clients when they were investigated was \$12,428.00 a year. Their income after being trained and placed was \$45,916.00.<sup>25</sup>

There has been criticism of the type of pre-vocational and vocational training heretofore offered in schools for the blind. It has been described in this manner:

"Heretofore our schools for the blind have offered several types of pre-vocational and vocational

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<sup>25</sup> Ibid., pp. 25-26.



training to pupils who could derive any benefit from the training with little regard to individual differences and aptitudes. The pupil who was dull and could make no progress was eliminated from the course, and in some instances, a gifted child was permitted to specialize, but the average pupil took the prescribed academic, musical and industrial courses. Our superintendents and teachers are now coming to question that plan of procedure. Even though our schools for the blind do not have definite and systematic vocational guidance programs, our educators are beginning to realize their responsibility toward their graduates to a greater degree than ever before. They are coming to see the futility of giving their pupils their school training and afterward asking them what they want to do.<sup>26</sup>

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<sup>26</sup> Wilber, *op. cit.*, p. 179



## CHAPTER III

### SUMMARY AND RECOMMENDATIONS

Summary. It has been revealed that there are 239 blind clients in Virginia. Forty of these are in skilled and unskilled jobs. Reasons for the low employment status are that many are well advanced in years and aid from state and other agencies tends to lessen the desire on their part to work.

Psychological aspects are important factors in the selection of vocation and placement of client.

History shows handicaps, successes, and early recognition of accomplishments. Early educators were disappointed with the lack of success of their first graduates. Hence, workshops in states and schools were organized to shelter the blind. Some of the more ingenious blind were successful without the aid of the workshops.

The Federal Government aids states in rehabilitation and placement of adult blind in vocations.

Many private workers and organizations aid in vocational training and development of this group.

Recommendations. The habits and attitudes developed during the first six years of life have a fairly lasting effect upon the individual's later behavior. Therefore, it is recommended that:

1. Mothers of blind children and individuals responsible



for the training of blind babies and young children should be given basic techniques.

2. There should be a state field worker to contact parents or guardians of blind children. The worker should investigate general conditions and make reports to the State Office.
3. There should be enforcement of a compulsory education law requiring blind children to enter school at six years of age.
4. Graduates of schools for the blind should be employed as far as possible.
5. Employment managers should contact the blind pupils in school.
6. The pupils should be encouraged to wear glasses when the eyes would be obnoxious to others.
7. Educators should instill in them the fact that they can be an integral part of society.
8. After a course in Braille reading and writing, the pupil should be exposed to valuable materials on vocations.
9. The school should obtain a placement office and a systematic follow-up program.
10. There should be a nursery school in the regular school for the blind.
11. There should be an increased number of field workers.



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## APPENDIX



## Counties and Cities in Virginia



Cases Receiving Aid to the Blind and Expenditures--Continued

Counties	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total Aid Given
Blount	11	18	14	13	13	13	14	15	15	15	14	13	262.00
Brownsburg	12	22	17	15	14	13	14	15	15	15	14	13	375.72
Hamilton	13	22	17	15	14	13	14	15	15	15	14	13	419.00
Jefferson	14	22	17	15	14	13	14	15	15	15	14	13	411.00
Madison	15	22	17	15	14	13	14	15	15	15	14	13	428.00
Montgomery	16	22	17	15	14	13	14	15	15	15	14	13	436.50
Orange	17	22	17	15	14	13	14	15	15	15	14	13	439.00
Perry	18	22	17	15	14	13	14	15	15	15	14	13	441.00
Putnam	19	22	17	15	14	13	14	15	15	15	14	13	442.00
Randolph	20	22	17	15	14	13	14	15	15	15	14	13	442.00
Shelby	21	22	17	15	14	13	14	15	15	15	14	13	442.00
Union	22	22	17	15	14	13	14	15	15	15	14	13	442.00
Warren	23	22	17	15	14	13	14	15	15	15	14	13	442.00
Washington	24	22	17	15	14	13	14	15	15	15	14	13	442.00
White	25	22	17	15	14	13	14	15	15	15	14	13	442.00
Wilkes	26	22	17	15	14	13	14	15	15	15	14	13	442.00
Wolfe	27	22	17	15	14	13	14	15	15	15	14	13	442.00
Yates	28	22	17	15	14	13	14	15	15	15	14	13	442.00
Greene	29	22	17	15	14	13	14	15	15	15	14	13	442.00
Jefferson	30	22	17	15	14	13	14	15	15	15	14	13	442.00
Monroe	31	22	17	15	14	13	14	15	15	15	14	13	442.00
Franklin	32	22	17	15	14	13	14	15	15	15	14	13	442.00
Gloucester	33	22	17	15	14	13	14	15	15	15	14	13	442.00
Charles City	34	22	17	15	14	13	14	15	15	15	14	13	442.00
James City	35	22	17	15	14	13	14	15	15	15	14	13	442.00
Mathews	36	22	17	15	14	13	14	15	15	15	14	13	442.00
Northampton	37	22	17	15	14	13	14	15	15	15	14	13	442.00
Perkins	38	22	17	15	14	13	14	15	15	15	14	13	442.00
Richmond	39	22	17	15	14	13	14	15	15	15	14	13	442.00
Spotsylvania	40	22	17	15	14	13	14	15	15	15	14	13	442.00
Frederick	41	22	17	15	14	13	14	15	15	15	14	13	442.00
Bedford	42	22	17	15	14	13	14	15	15	15	14	13	442.00
Halifax	43	22	17	15	14	13	14	15	15	15	14	13	442.00
Gloucester	44	22	17	15	14	13	14	15	15	15	14	13	442.00
Charles City	45	22	17	15	14	13	14	15	15	15	14	13	442.00
James City	46	22	17	15	14	13	14	15	15	15	14	13	442.00
Mathews	47	22	17	15	14	13	14	15	15	15	14	13	442.00
Northampton	48	22	17	15	14	13	14	15	15	15	14	13	442.00
Perkins	49	22	17	15	14	13	14	15	15	15	14	13	442.00
Richmond	50	22	17	15	14	13	14	15	15	15	14	13	442.00
Spotsylvania	51	22	17	15	14	13	14	15	15	15	14	13	442.00
Frederick	52	22	17	15	14	13	14	15	15	15	14	13	442.00
Bedford	53	22	17	15	14	13	14	15	15	15	14	13	442.00
Halifax	54	22	17	15	14	13	14	15	15	15	14	13	442.00
Gloucester	55	22	17	15	14	13	14	15	15	15	14	13	442.00
Charles City	56	22	17	15	14	13	14	15	15	15	14	13	442.00
James City	57	22	17	15	14	13	14	15	15	15	14	13	442.00
Mathews	58	22	17	15	14	13	14	15	15	15	14	13	442.00
Northampton	59	22	17	15	14	13	14	15	15	15	14	13	442.00
Perkins	60	22	17	15	14	13	14	15	15	15	14	13	442.00
Richmond	61	22	17	15	14	13	14	15	15	15	14	13	442.00
Spotsylvania	62	22	17	15	14	13	14	15	15	15	14	13	442.00
Frederick	63	22	17	15	14	13	14	15	15	15	14	13	442.00
Bedford	64	22	17	15	14	13	14	15	15	15	14	13	442.00
Halifax	65	22	17	15	14	13	14	15	15	15	14	13	442.00
Gloucester	66	22	17	15	14	13	14	15	15	15	14	13	442.00
Charles City	67	22	17	15	14	13	14	15	15	15	14	13	442.00
James City	68	22	17	15	14	13	14	15	15	15	14	13	442.00
Mathews	69	22	17	15	14	13	14	15	15	15	14	13	442.00
Northampton	70	22	17	15	14	13	14	15	15	15	14	13	442.00
Perkins	71	22	17	15	14	13	14	15	15	15	14	13	442.00
Richmond	72	22	17	15	14	13	14	15	15	15	14	13	442.00
Spotsylvania	73	22	17	15	14	13	14	15	15	15	14	13	442.00
Frederick	74	22	17	15	14	13	14	15	15	15	14	13	442.00
Bedford	75	22	17	15	14	13	14	15	15	15	14	13	442.00
Halifax	76	22	17	15	14	13	14	15	15	15	14	13	442.00
Gloucester	77	22	17	15	14	13	14	15	15	15	14	13	442.00
Charles City	78	22	17	15	14	13	14	15	15	15	14	13	442.00
James City	79	22	17	15	14	13	14	15	15	15	14	13	442.00
Mathews	80	22	17	15	14	13	14	15	15	15	14	13	442.00
Northampton	81	22	17	15	14	13	14	15	15	15	14	13	442.00
Perkins	82	22	17	15	14	13	14	15	15	15	14	13	442.00
Richmond	83	22	17	15	14	13	14	15	15	15	14	13	442.00
Spotsylvania	84	22	17	15	14	13	14	15	15	15	14	13	442.00
Frederick	85	22	17	15	14	13	14	15	15	15	14	13	442.00
Bedford	86	22	17	15	14	13	14	15	15	15	14	13	442.00
Halifax	87	22	17	15	14	13	14	15	15	15	14	13	442.00
Gloucester	88	22	17	15	14	13	14	15	15	15	14	13	442.00
Charles City	89	22	17	15	14	13	14	15	15	15	14	13	442.00
James City	90	22	17	15	14	13	14	15	15	15	14	13	442.00
Mathews	91	22	17</td										



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## Cases Receiving Aid to the Blind and Renunciature—Continued

Counties	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total Aid Given
Surry	5	5	5	5	5	5	5	5	5	5	5	5	980.00
Sussex	7	7	10	10	10	10	11	11	12	12	12	15	2,057.00
Page County	12	5	5	3	3	3	4	4	6	6	6	7	3,735.00
Warren	5	2	2	3	3	3	4	4	2	2	2	2	1,821.00
Warrick	2	18	19	20	20	20	20	20	21	21	21	21	616.90
Washington	18	9	9	9	9	9	9	9	9	9	9	9	7,062.00
Westmoreland	9	26	28	28	28	28	30	30	31	31	31	32	1,257.50
Wise	26	10	9	9	9	9	10	10	10	10	10	10	11,600.00
Wythe	10	4	4	4	4	4	4	4	4	4	4	4	2,709.00
York	4												714.00
Total	838	842	853	869	882	895	905	900	905	906	914	939	240,495.43

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Cities Receiving Aid to the Blind and Handicapped - Continued

Cities	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total Aid Given
Alexandria	5	4	5	6	5	5	4	4	4	4	4	4	1,245.50
Bristol	4	5	5	5	5	5	5	5	5	5	5	5	2,610.00
Buena Vista	0	0	12	12	12	12	12	12	12	12	12	12	0
Charlottesville	12	3	12	5	12	5	12	5	12	5	12	5	5,391.00
Clifford Forces	3	14	14	15	15	16	16	16	16	16	16	16	1,713.00
Danville	1	1	1	1	1	1	1	1	1	1	1	1	7,940.32
Fredericksburg	6	6	5	5	6	2	5	2	2	2	2	2	2,598.00
Harrisonburg	2	2	2	2	2	2	2	2	2	2	2	2	382.00
Hopewell	15	15	16	16	16	16	16	16	16	16	16	16	1,904.00
Lynchburg	15	15	16	16	16	16	16	16	16	16	16	16	3,163.41
Martinsville	2	2	2	2	2	2	2	2	2	2	2	2	5,341.85
Newport News	18	18	18	18	18	18	18	18	18	18	18	18	10,935.10
Norfolk	54	54	57	57	60	60	60	60	60	60	60	60	17,662.30
Petersburg	21	21	21	21	21	21	21	21	21	21	21	21	11,947.67
Portsmouth	31	31	34	34	36	36	36	36	36	36	36	36	17,760.20
Radford	1	1	1	1	1	1	1	1	1	1	1	1	0
Richmond	129	129	129	129	129	129	129	129	129	129	129	129	59,760.20
Roanoke	35	35	35	35	35	35	35	35	35	35	35	35	175.00
South Norfolk	131	131	135	135	135	135	135	135	135	135	135	135	175.00
St. Albans	10	10	10	10	10	10	10	10	10	10	10	10	0
Suffolk	4	4	4	4	4	4	4	4	4	4	4	4	3,419.00
Williamsburg	0	0	0	0	0	0	0	0	0	0	0	0	0
Witcherster	7	7	7	7	7	7	7	7	7	7	7	7	0
Grand Total-Cities	393	393	402	402	409	409	409	409	409	409	409	409	165,687.25
Grand Total	1241	1241	1244	1244	1262	1262	1262	1262	1262	1262	1262	1262	410,183.31

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HV1710

C.I

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Jones, Annie Bell

Vocational status of the Negro  
blind in Virginia.

Date Due

HV1710

C.I

J

Jones, Annie Bell

AUTHOR

Vocational status of the

TITLE

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DATE DUE

BORROWER'S NAME

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